**Six Citations**

**Amendum, Steven J., Vernon-Feagans, Lynne and Ginsberg, Marnie C.. (September 2011). The effectiveness of a technologically facilitated classroom-based early reading intervention. The Elementary School Journal, Vol. 112, No. 1, pp. 107-131. doi: 10.1086/660684.** [**http://www.jstor.org/stable/10.1086/660684**](http://www.jstor.org/stable/10.1086/660684)

The authors of this study set out to measure the effectiveness of a reading intervention called the Targeted Reading Intervention. The reading intervention is intended for elementary teachers in the lower grades: kindergarten and first grade. The intervention was carried out using webcams and laptop computers. Students who were subjected to the intervention performed at higher levels than those of the control groups.

**Elish-Piper, Laurie and L’Allier, Susan K.. (September 2011). Examining the relationship between literacy coaching and student reading gains in grades K–3. The Elementary School Journal, Vol. 112, No. 1, pp. 83-106. doi: 10.1086/660685.** [**http://www.jstor.org/stable/10.1086/660685**](http://www.jstor.org/stable/10.1086/660685)

The authors of this study looked at the relationship between reading gains at the K-3 level and literacy coaching in a district which received a Reading First grant. The authors also took literacy coach certification into account. The authors found that the time literacy coaches spent with teachers proportionately corresponded with reading gains among the students to at least one grade level.

**Gersten, Russell, Fuchs, Lynn S., Williams, Joanna P. and Baker, Scott. (Summer, 2001). Teaching reading comprehension strategies to students with learning disabilities: a review of research. Review of Educational Research, Vol. 71, No. 2 pp. 279-320.** [**http://www.jstor.org/stable/3516086**](http://www.jstor.org/stable/3516086)

The authors present a study based on cumulative research on reading comprehension strategies for students with learning disabilities. Their study includes a report on factors which led to the comprehension difficulties within this population. The authors review the body of research and present techniques for improving instruction. The authors conclude with a presentation of ongoing issues within this particular field.

**Hinchley, Janet and Levy, Betty Ann. (1988). Developmental and individual differences in reading comprehension. Cognition and Instruction, Vol. 5, No. 1, pp. 3-47. http://www.jstor.org/stable/3233608**

The authors conducted two experiments to study developmental and individual differences in both comprehension and recall student abilities. Students were presented with both well-organized and poorly organized stories to read silently or orally, or to have read to them verbally. The poorest performing students were shown to respond to an organizer which emphasized the problematic structures of the poorly organized stories in advance of the reading. There occurred an advantage in comprehension of the well-organized stories among the poorest performers through utilizing oral reading techniques.

**Uttero, Debbra A.. (Jan., 1988). Activating comprehension through cooperative learning. The Reading Teacher, Vol. 41, No. 4, pp. 390-395.** [**http://www.jstor.org/stable/20199801**](http://www.jstor.org/stable/20199801)

The author discusses a learning model for reading comprehension which utilizes cooperative learning – wherein students work towards their common goal in small groups. The author takes the position that an active process which accesses background knowledge to construct new meaning is the best instructional method, and that cooperative learning is especially good for activating background knowledge. The author reports benefits of this approach such as student enthusiasm, development of comprehension and reading strategies, and the ability to monitor and diagnose student strength and weaknesses.

**Van Keer, Hilde and Verhaeghe, Jean Pierre. (Summer, 2005). Effects of explicit reading strategies instruction and peer tutoring on second and fifth graders' reading comprehension and self-efficacy perceptions. The Journal of Experimental Education, Vol. 73, No. 4, pp. 291-329.** [**http://www.jstor.org/stable/20157404**](http://www.jstor.org/stable/20157404)

The authors of this study investigated the effectiveness of multiple strategies of reading instruction among second and fifth grade students. The students were exposed to reading strategies before being presented with whole class instruction, same age peer instruction, and cross-age peer instruction. The results were shown to be overall more effective and lasting among the fifth graders, with the second graders not maintaining the positive effects of the experience for very long after the program ended.